upporting
nclusive Schools

A Handbook for Student Servic

Fostering inclusive communities

Manitoba
Education,
Training
and Youth

MINISTER
OF EDUCATION, TRAINING AND YOUTH

Room 168
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

Dear Colleagues,

Manitoba Education, Training and Youth is pleased to provide school divisions/districts with Supporting Inclusive Schools, A Handbook for Student Services. It is a compilation of existing policies and procedures in student services. The handbook represents a starting point and provides a framework for the many changes in legislation, policy and practice that are on the horizon in special education.

This handbook will serve as a single point of reference for policy, procedures and service standards. It will help school divisions/districts develop programs and services. As a resource guide, information has been cross-referenced to other departmental manuals, handbooks and policies. You will receive copies of any revisions or additions and notice of any deletions to keep your handbook current.

We invite readers to provide feedback on ways this publication can be improved to clarify information and expectations for students with special needs.

Copies in English and French are available from:

Program and Student Services Branch
Manitoba Education, Training and Youth
206-1181 Portage Avenue
Winnipeg, MB R3G 0T3

Yours sincerely,
Honourable Drew Caldwell

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PREFACE

This manual is a response to two recommendations of *The Manitoba Special Education Review (1999)*. The review recommended:

> A.3.i: Manitoba Education and Training revise the policy document *Special Education in Manitoba.*
>
> B.1.i: Manitoba Education and Training revise its special education policy document to become a comprehensive handbook on policy and procedures including:
>
> - statement of philosophy and policy (including minimum standards);
> - definitions of terminology; detail regarding administrative practices and procedures;
> - expectations regarding identification and assessment processes, including IEPs;
> - detail on the appeal process;
> - an outline of roles, responsibilities and expectations of all stakeholders (including Manitoba Education and Training, other government departments, agencies, the division/district, the school as well as parents and students);
> - expectations regarding the qualifications of educators, paraprofessionals and other service providers.

Supporting Inclusive Schools: A Handbook for Student Services provides information on current and future policies and procedures as they are developed. As research, practise and policy in education continue to develop, this manual will be updated.

Manitoba Education, Training and Youth thanks the Special Education Review Initiative (SERI) Advisory Committee, educational stakeholders and partner government agencies for their significant contributions.

Questions or comments about this manual can be directed to:

Program and Student Services Branch
Manitoba Education, Training and Youth
206 - 1181 Portage Avenue
Winnipeg, MB R3G 0T3
204-945-7912 or 1-800-282-8069 ext 7912

Purpose

This handbook was written as a resource guide for student services. It contains current policies and procedures and will incorporate new ones as they are developed. It is intended primarily for use by administrators, school teams and special-needs professionals. Other professionals, parents and community members may also find it useful.

Using the Handbook

Policy and procedures in student services change as research and practice evolve and new policy is developed. This handbook will be updated periodically and pages are marked with the release date. **Readers are urged to check that the manual they are using is up-to-date.**

The handbook is divided into 9 main sections:

Section A: Policies: the policies and procedures, including minimum service standards for delivering student services in Manitoba.

Section B: Planning: the components required to address the diverse needs of students.

Section C: Determining Student Needs: current practices in screening and assessment.

Section D: Roles and Responsibilities: the key student services functions.

Section E: Resources: funding sources, qualifications and certification.

Section F: Quick Reference: student programs and services.

Section G: Glossary: terms used in the handbook and other departmental manuals, policies and documents.

Section H: Appendix: supporting information on various student services areas.

Section I: Divisional Policies: information relevant to local divisional policy.

To make the handbook easier to update, the sections have been paginated separately. Cross-references have been included where appropriate.

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Philosophy of Inclusion

Students with special needs should experience school as much as possible like their peers without special needs.

> *Manitoba Education, Training and Youth is committed to fostering inclusion for all people.*
>
> *Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.*
>
> *In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.*

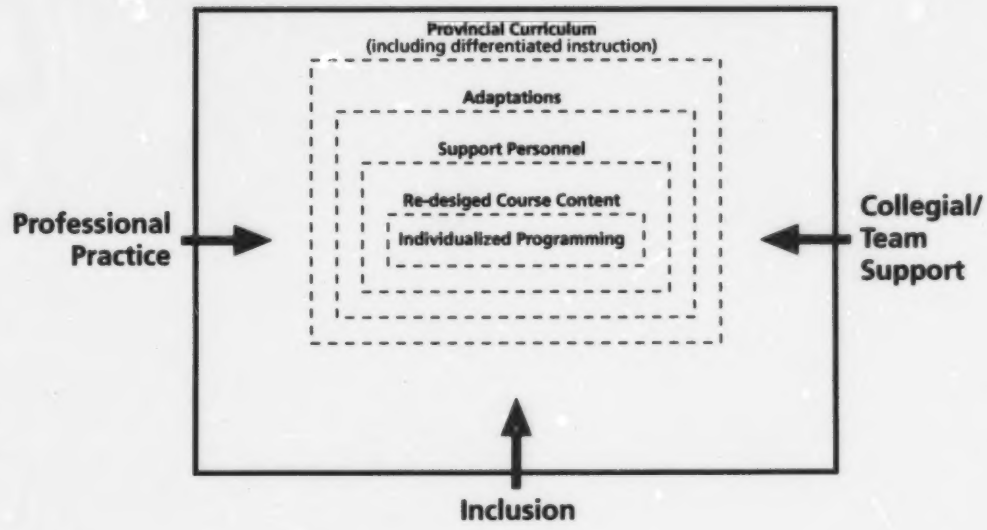
To make inclusion applicable in Manitoba schools, educators will:

- foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement
- identify and foster practices by which students with a wide range of learning needs can be taught together effectively
- enhance, through modelling and instruction, student abilities to deal with diversity
- offer students an environment that provides potential for dignified, meaningful relationships
- provide each student with appropriate supports, including instructional placements, to develop their personal best in a setting that respects their abilities
- help each student contribute to the classroom and school community
- develop and maintain competencies for achieving these principles.

ADDRESSING DIVERSITY THROUGH A CONTINUUM OF INSTRUCTIONAL SUPPORTS

Today's classrooms reflect our diverse communities and include a mix of student interests, needs, learning styles and cultural backgrounds. Manitoba Education, Training and Youth has described instructional supports addressing this diversity. They can be visualized as a nested continuum consistent with the concepts of inclusion, effective professional practice and collegial support.

Continuum of Instructional Supports for Addressing Student Diversity



The principles of inclusion encourage classroom environments where all students can be taught effectively together. Educators are not alone in this effort. Effective educators use practices such as differentiated instruction and continue to support each other. The result is an environment where most students succeed in the provincial curriculum while some require additional help.

The first support levels are those that help the student to succeed in provincial curricular content by personalizing instruction methods. Common supports of this type are the use of adaptations and formal involvement of support personnel.[1] When changed instruction methods do not foster student success, instruction content can be redesigned by modifying or enriching learning outcomes or by individualizing programming.

1 Support personnel includes resource teachers, school counsellors, paraprofessionals, clinicians, nurses, and other individuals who support the classroom teacher and instruction.

Provincial Curriculum

Manitoba has four school programs: English, French Immersion, Français, and Technology Education. The first three are available from Kindergarten to Senior 4, Technology Education only at the Senior Years level. Programs are organized in domains (subject areas) which, in turn, have provincial curricula that are organized around learning outcomes and describe content and methods for instruction.

While students study a standard curriculum, the department encourages teachers to accommodate student diversity. Notably, teachers' tools include differentiated instruction – varying general classroom instruction and management. Teachers use differentiated instruction to accommodate diverse student abilities, interests and learning styles within an inclusive classroom. By applying differentiated instruction, teachers establish supportive learning environments for all students. Differentiation occurs in three broad areas: content, process and product.

Reference
Success for All Learners: A Handbook on Differentiating Instruction,
Manitoba Education and Training, (1996).

Provincial Curriculum with Adaptations

Adaptations are personalized alterations in the way teachers provide instruction, the way students demonstrate learning, and the assessment of progress. Adaptations help students achieve and demonstrate the expected learning outcomes of the curriculum. Adaptations are individually planned by the teacher, student, and parent[2] and possibly other support personnel. Students are assessed according to the learning outcomes for the provincial curriculum.

Educators can provide various adaptations for individual students. These include adaptations to:

- physical and/or social environment
- material and resources, including supportive equipment
- presentations
- tests and assessments (prior permission required for provincial standards tests)
- assignments and projects
- organizational supports
- time required to achieve curriculum learning outcomes

It is recommended that the teacher record adaptation plans and results in the student file and/or report card.

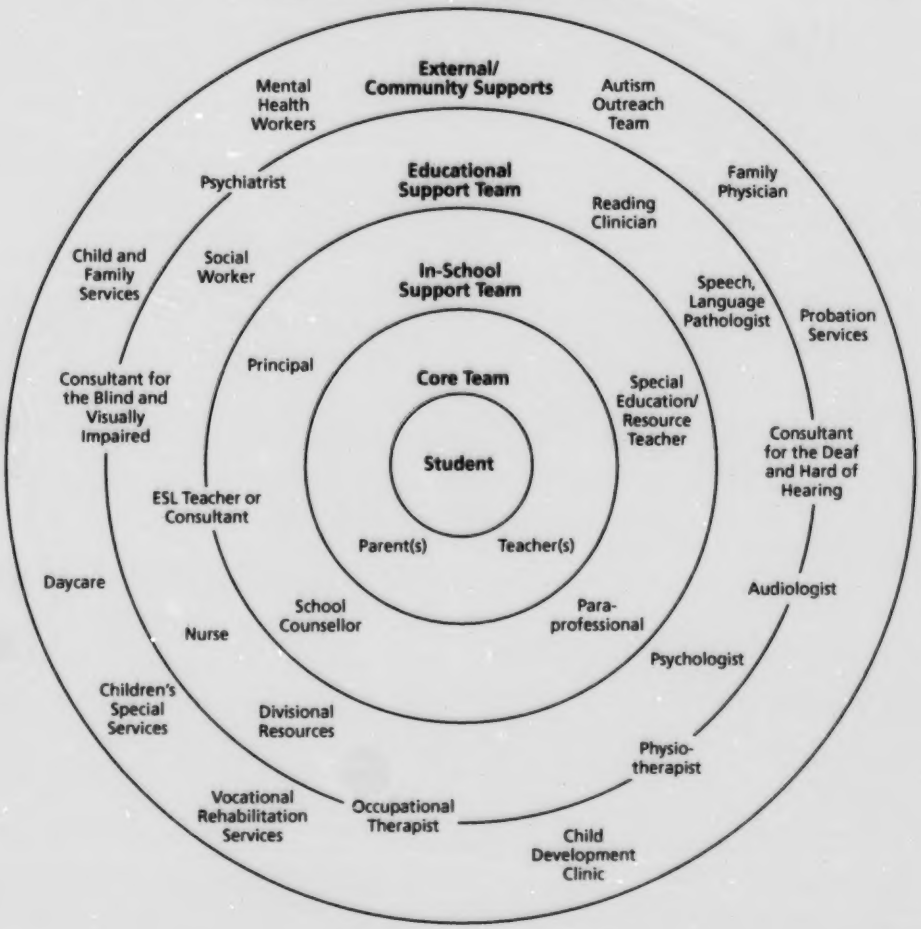
Students requiring English as a Second Language (ESL) supports to participate in the provincial curriculum need specific adaptations. These are documented in an Individual Education Plan (IEP). Senior Years students must be identified at the beginning of a term and the course number on their report card is designated with an "E" for each course in which they receive ESL support.

2 Parent refers to parents, guardians, or those responsible for caring for students.

Reference
Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior Years, Manitoba Education and Training, (1995).

Provincial Curriculum with Support Personnel

The Student Support Team



Organizing support personnel can occur as pictured in the diagram above. At the hub is the student, with core team supports provided by the teacher and parent. If this is not enough support, the team can obtain help from other disciplines (specialist personnel). Inclusive practice encourages transdisciplinary sharing and collegiality.

Some students enter school with various disciplines already involved. Formal introduction of a new discipline or agency requires a referral with parental approval. Any specialist support person becomes part of the student's support team. Specialist personnel might work directly with the student or consult/train other team members such as parents, teachers or paraprofessionals.

Redesigning Course Content

If altering instruction and evaluation methods is not sufficient, it might be necessary to alter content. Student support teams can tailor courses to fit students' needs for either more easily attainable or enhanced content. Decisions to redesign course content are made on a course-by-course (subject-by-subject) basis before a school term begins. Redesigning courses means changing the number, essence, or content of provincial learning outcomes.

Modifying occurs when one or more of the general learning outcomes of a provincially designed or approved course is removed or simplified. Modification applies to students who have significant cognitive disabilities and require alteration to over 50 per cent of the learning outcomes. It is most formal at the Senior Years since students must meet credit requirements for graduation. Student support teams develop individual education plans (IEPs) and the report card shows a modified or M-designation. Support teams must consider the long-term consequences of modifying learning outcomes. For instance, colleges and universities usually will not accept modified courses for entry.

Most students requiring modified curriculum might require community supports as adults and should have a transition plan developed.

At all grades, courses can be enriched for students capable of working beyond the provincial learning outcomes. Most of these students are academically gifted or are talented in a particular curriculum area or have high task commitment. Enriched courses provide additional challenges for the student. At the Senior Years additional strategies for enriched programming include:

- developing a Student-Initiated Project (SIP)
- enrolling in an enriched School-Initiated Course (SIC)
- enrolling in post-secondary courses and receiving dual-credit at the post-secondary and Senior Years levels

The second or third option should be a team decision involving a school counsellor.

Reference
Towards Inclusion: A Handbook for the Modified Course Designation Senior 1-4, Manitoba Education and Training, (1995).

Individualized Programming

Individualized programming recognizes that some students with significant cognitive disabilities will not benefit from provincial curricula. Student support teams develop student-specific IEPs that are functionally or developmentally appropriate with curricular domains such as: communication, behaviour, socialization, functional or independent living, vocational/transition, community, recreation/leisure, and motor/physical.

Often, the instructional methods, materials, and environments must be personalized. It must be noted that individualized programming is not a placement description. Programming may take place in a variety of settings within the school and the community. Some students may benefit from individualized programming where instruction occurs in a regular classroom. In the Senior Years, students with individualized programs receive one credit for each year of participation up to a maximum of seven credits. These students usually require community supports as adults and must have a transition plan developed beginning at age 16.

Reference
Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years, Manitoba Education and Training, (1995).

Key characteristics of levels in the instructional supports continuum

Type of Instruction	Students	Planners[3]	Plan	Instructional Content	Instructional Methods
Provincial Curriculum	Most	Core Team	Regular instruction plans and reports	Provincial curricula	Regular methods (including differentiated instruction)
Adaptations	Some (including ESL)	Core Team	Record adaptations and results in cumulative file — report card or IEP	Provincial curricula	Regular methods (including differentiated instruction) Adaptations for instruction and/or assessment
Support Personnel	Few	Core Team Formally involved support personnel	Record supports and results in cumulative file	Provincial curricula	Regular methods (including differentiated instruction) Adaptations if necessary Support personnel
Redesigned Course Content Modified (M) course designation	Few (with significant cognitive disabilities)	Core Team Formally involved support personnel	Record modifications in IEP (in cumulative file)	Modifications to course learning outcomes decided per subject/course	All of above as needed
Enriched Course Design	Few (with significant gifts, talent, or high task commitment)	Core Team Formally involved support personnel	Record supports and results in cumulative file	Enriched course learning outcomes decided per subject/course	All of above as needed
Individualized (I) Programming	Very few (with very significant cognitive disabilities)	Core Team Formally involved support personnel	Record student-specific curriculum in IEP (in cumulative file)	Student-specific learning outcomes (functional or developmental domains)	Student-specific methods and environments appropriate to IEP

3 See "The Student Support Team" graphic.

SPECIAL EDUCATION IN MANITOBA

POLICY AND PROCEDURAL GUIDELINES
FOR
THE EDUCATION OF STUDENTS WITH SPECIAL NEEDS
IN THE PUBLIC SCHOOL SYSTEM

Manitoba Education and Training
(Interim)

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Appendix A Special Education Planning Guide

1.0 INTRODUCTION AND OVERVIEW

In 1967, the Manitoba Government first enacted legislation requiring school divisions/districts to provide educational programs for students with special needs. It is the shared responsibility of Manitoba Education and Training, school boards, and personnel providing educational programs and services to ensure that each student with special needs has the opportunity to benefit from education.

The goal of special education is consistent with the goals of regular education: to support students in developing the knowledge and skills they require to live meaningful, self-fulfilling lives with as much independence as possible in their communities. It is the policy of Manitoba Education and Training to support the education of students with special learning needs in regular classroom settings whenever this is in the best interests of students. A variety of special supports are available to facilitate such inclusion. Support is also available for students who require alternative learning environments for a portion or all of the school day.

The purpose of this document is to bring together the policies and general guidelines that direct the provisions of special education programs and services in Manitoba. Guidelines are provided to assist school divisions/districts in implementing:

- an education programming and placement process for students who require modification or adaptation of their education program
- a division/district-wide planning process for the education of students with special needs
- increased involvement of parents of students with special needs in program and placement decisions
- an appeal process for disputes involving students with special needs

These guidelines are not considered exhaustive and will require updating as new policy and program initiatives are announced.

2.0 MANDATE

In Manitoba, as a matter of public policy, all students are entitled to a public school education. The Public Schools Act requires that "Every school board shall provide or make provision for education in Grades 1 to 12 inclusive for all resident persons who have the right to attend school" (Section 41[4]). This section of the Act constitutes mandatory legislation for school divisions/districts to provide education programs for all students, including those students with special learning needs.

It is the policy of Manitoba Education and Training to provide for all students in Manitoba access to learning opportunities that are commensurate with their needs and abilities. For students with special learning needs, this means that:

- school divisions/districts are responsible for offering appropriate educational programs and the support services students need to benefit from these programs
- education programming will be provided in the most enabling learning environment available or possible under the circumstances. In the majority of cases, inclusion in the regular classroom, with the provision of special supports, affords such a setting.
- education programs will be individualized when appropriate.
- the program planning process will involve a team approach, the team consisting of all those who have information that is relevant to the student - parents, educators, support personnel - and the student if possible.

This policy is consistent with the intent of the Canadian Charter of Rights and Freedoms, Section 15, that grants equality rights for all individuals, including "the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, nationality or ethnic origin, colour, religion, sex, age or mental or physical disability."

3.0 GOALS AND PRINCIPALS OF SPECIAL EDUCATION

3.1 The Goal of Special Education

It is the goal of the Manitoba education system to support students in developing the knowledge and skills they require to live meaningful, self-fulfilling lives with as much independence as possible in their communities. Parents, teachers, administrators, and trustees share the responsibility to provide and structure learning environments that develop the intellectual, physical, personal and social skills and abilities of students with special needs. This goal of special education is consistent with the goal of regular education.

3.2 The Need for a Resource Continuum

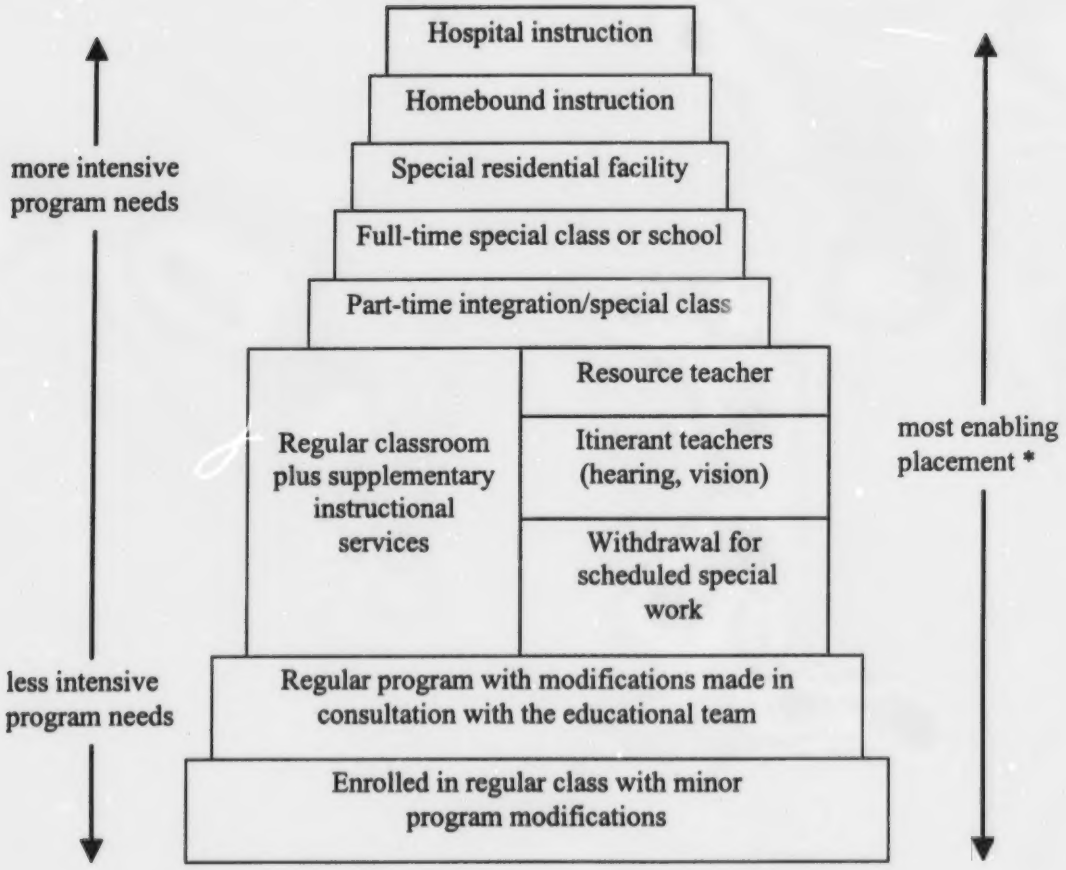
Special education programming enables students with special learning needs to benefit from education by applying more intensive programming, enhanced resources and support services to promote meaningful learning. The developmental patterns, abilities and learning styles of students differ from one student to the next. This applies as well to students with special learning needs. The Manitoba education system therefore must provide a flexible continuum of education programming to meet the unique learning needs of each student with special needs. Special education programming will vary from slight modification to major modification or adaptation that may or may not require special placement.

3.3 Placement Alternatives

The majority of students with special needs can be accommodated in a regular classroom setting with the provision of special supports. A small number of students, however, with a wide range of severe disabilities, require extensive modification of their education programming. When individual program planning indicates that education in a regular classroom, even with the provision of supplementary supports and services, cannot meet the student's needs, alternatives to programming in the regular classroom shall be considered for a portion or all of the school day. In the few cases where a student's behaviour seriously affects the safety or learning or other students in the classroom, such alternatives shall also be considered.

Regular class placement with resource assistance, regular class placement with direct resource or special education assistance in our out of regular classroom time spent in a special class placement, and special class placement, are only a few of the many alternatives available. Student placements, ranging from accommodation in regular programs to very specialized settings, are depicted in the adaptation of the Dunn model presented as Figure 1 on the next page.

Figure 1


more intensive program needs
less intensive program needs
Hospital instruction
Homebound instruction
Special residential facility
Full-time special class or school
Part-time integration/special class
Regular classroom plus supplementary instructional services
Resource teacher
Itinerant teachers (hearing, vision)
Withdrawal for scheduled special work
Regular program with modifications made in consultation with the educational team
Enrolled in regular class with minor program modifications
most enabling placement *

* Both the principle of placement in the most enabling environment and program appropriateness must be considered in making placement decisions.

3.4 Special Education Programming and Placement Process

The level and degree of inclusion of students with special learning needs are determined by a process that takes a combination of factors into consideration. These include the particular needs of the student, the needs of other students, the policy directions set by Manitoba Education and Training and the school division/district, the views of parents, and what is appropriate and reasonable under the circumstances.

In developing an education programming and placement process consistent with the goals of special education, school divisions/districts shall incorporate the following elements and principles:

1. A systematic assessment of a student's educational skills and needs is a prerequisite for special programming and placement. Program and placement decisions must be made in the best interest of the student to provide the most appropriate education within the most enabling learning environment available or possible under the circumstances.

2. In the process of arriving at programming or placement decisions, a cooperative approach involving all persons who have information relevant to the student shall be used. The special education team shall include educators, parents, support personnel, and the student if possible. The team shall recommend placement or program alternatives to the educational authorities.

   Students with severe disabilities may require the support services of health, mental health, or community service professionals. When such interagency collaboration is desirable and where parental permission has been granted, education personnel shall take responsibility for coordinating the involvement of such professionals in the educational planning process.

3. Programming and placement decisions for all students with special learning needs shall be based on a comprehensive plan, developed and reviewed regularly by the educational team. Decisions regarding the educational placement of students who require extensive modification of their education programs shall be based on a goal-directed written Individual Education Plan (IEP) or Individualized Transition Plan (ITP). The IEP/ITP serves as a guide for the implementation of specific programming and services, and as a basis for ongoing evaluation and program adjustment. Through this planning process, personnel, facilities and materials are matched to the special learning needs of a student.

4. School divisions/districts shall provide early identification and intervention programming. Such special education programming, provided at the

earliest possible stages of development, is critical for students with special needs and may lessen the deleterious effects of disabilities on their learning.

4.0 PROGRAMS AND SERVICES

The Minister of Education and Training is responsible for establishing overall education policy directions, for approving programs, and for supporting authorized activities in education. It is the responsibility of school boards to implement education policies and deliver approved educational programs effectively and efficiently. A partnership between Manitoba Education and Training and school divisions/districts is essential to meet the challenge of providing education programming for students with special needs.

4.1 Annual Divisional Action Plan

Within the parameters of provincial directions and policies, school divisions/districts shall develop and keep current a board-approved Annual Divisional Action Plan (ADAP) for Special Education. This annual plan shall include a statement of the special education philosophy, policies, procedures, practices and professional development activities of the division/district, and provide a detailed description of the special education population served, the specialist personnel serving this population and the programs and services provided. School divisions/districts shall submit their annual plans to Manitoba Education and Training for review and shall make these plans available to the public upon request.

A planning guide to assist school divisions/districts in phasing in this planning process is appended to this manual.

4.2 Capital Facilities

School boards shall submit to the Public Schools Finance Board a five-year plan, updated annually, which outlines and priorizes the requirements by the division or district for capital facilities and/or modifications to existing structures to accommodate students with special needs. The potential for interdivisional or regional cooperation should be explored by school divisions/districts in the development of these five-year plans.

4.3 Transportation

School divisions/districts are responsible for providing appropriate transportation for students with special needs who require such services. The transportation plan for such students shall be incorporated in the program plan. (Manitoba Education and Training assists divisions/districts in providing transportation services, including transportation grants and capital funding to purchase special school buses.)

4.4 Manitoba Education and Training Funding Support

Manitoba Education and Training announces the levels of provincial funding support to divisions/districts annually.

In addition to Capital Funding and Basic Operating Support, Manitoba Education and Training provides categorical grants to school divisions/districts for: a) coordinator and clinician support, b) Level I support to employ special education personnel, c) Level II support ($8,520 per student per year), and d) Level III support ($18,960 per student per year) to provide individualized programming for students with the most severe disabilities. Level II and Level III support is provided on an individual student basis upon demonstration of need.

Manitoba Education and Training provides full recovery of approved costs for educating students with multi-sensory (deaf-blind) disabilities.

4.5 Manitoba Education and Training Support Services

Manitoba Education and Training provides consultative support and direct services to assist divisions/district in developing and delivering comprehensive services. These include:

a) Provincial Specialist for Special Education to assist in the following special programming areas: programming for students with profound multiple disabilities, programming with cognitive disability students, special programming for autistic and emotionally disturbed students, students with severe learning problems, students at risk and special educational programming in Français and French Immersion schools.

b) Grants and consultant services to assist in developing Early Identification and Education Programming. This programming initiative facilitates cooperation between educators and parents in identifying students with exceptional learning needs in the early school years and developing appropriate education programs and services for them.

c) A vision screening program in collaboration with school divisions/districts and other government departments.

d) Consultants for the Visually Impaired who provide direct services to blind and visually impaired students in their home school division. These consultants teach orientation and mobility skills communication skills including braille, provide consultation to students, parents and teachers and facilitate the use of special learning equipment and materials. These services assist students in obtaining education in their home school.

e) Consultants for the Deaf and Hard of Hearing who provide direct services to Deaf and hard of hearing in their home school division. These consultants teach communication skills including sign language, and provide consultation to educators, parents, and students.

f) Provincial Specialists for Psychology and Speech Language Pathology to assist smaller rural and northern divisions/districts in providing clinical services.

g) The Manitoba School for the Deaf which provides a residential education program for Deaf and hard of hearing students from rural and northern Manitoba and a day program for students who reside in Winnipeg. The school program has a bilingual/bicultural philosophy in planning academic and vocational programs for students.

The Manitoba School for the Deaf also provides support for the education of Deaf students in community-based programs through the services of its assessment team. School divisions have access to the Manitoba School for the Deaf Resource Library that provides information and materials pertinent to the education of the Deaf and hard of hearing.

h) Adaptive learning equipment and materials with consultative support which is provided for students with severe disabilities (including deaf, hard of hearing and visually impaired students), to enable students to access education programming the school setting.

i) Special materials services, including approved large print, braille and audio tape textual and supplementary materials, which are provided for students with visual, physical and learning disabilities throughout the province.

j) Full support for the costs of approved education programming in institutional settings.

k) Collaboration with school divisions/districts to sponsor provincial, regional and local professional development programs. These professional development activities for administrators and education personnel provide current information concerning the education of students with special needs.

5.0 PARENT INVOLVEMENT IN PLACEMENT DECISIONS

A cooperative approach, involving parents and professionals, is essential if appropriate educational opportunities are to be provided to all students. Since the circumstances surrounding the provision of educational opportunities for students with special learning needs may be very complex, this partnership is even more critical. Developing approaches to home/school and interagency collaboration, and involving parents in the educational process are effective means for accomplishing this partnership.

The needs of individual students differ, and appropriate education programming should be defined individually through a team approach involving educators, parents, specialists and, if they are able, students themselves.

Parents should be involved when a significant difficulty is observed, well before program decisions are made and alternatives are being considered and developed. In this way, parents and professionals can work together in identifying what information is relevant, what assessments should be undertaken, and what programs may be in the best interests of the student. This will help the educators to make informed decisions concerning the student's placement or program.

It is essential that parents are fully informed. This includes information about placement alternatives, the content of their children's files, appropriate ways to interpret the content of those files, and the opportunity to add information to their children's files or to change information that is factually incorrect.

While information prior to the educational authorities arriving at a decision is important, the success of many programs is a long-term matter that requires continuing collaboration between parents and professionals. Moreover, it is not always possible to know in advance what is best for a particular student: sometimes what is best must be discovered through experience. All parties should meet regularly to share timely information about the effectiveness of programs and services being offered. Parents have the right to ask about any aspect of the special program at any stage of the process.

5.1 Local school authorities shall be responsible for identifying the student with special learning needs and for developing a comprehensive plan, and where extensive program modification is required, a formal, written Individual Education Plan. The plan shall be developed in consultation with the student's' parent(s) or guardian(s) and shall be reviewed by the school team as frequently as is necessary, but at least annually.

5.2 School divisions/districts shall develop and make available to parents policies and procedures concerning access to information and parent involvement in the education of students with special needs.

6.0 APPEAL PROCESS

In most cases, placement decisions for students with special learning needs are reached by mutual agreement between school division personnel and parents or guardians. The potential for cooperation is enhanced where there is mutual trust, sharing and teamwork. In a few instances, there is disagreement that cannot be resolved at the level of the local school.

6.1 Where a dispute persists between a parent/guardian of a student with special needs and school personnel, the parent or guardian may request in writing that the school board review the matter. Where a written request is received under the above process, the school board shall direct its superintendent's office, or other appropriate authority in school districts, to:

i) acknowledge receipt of the request in writing;
ii) advise the school principal of the request for review;
iii) establish a date that shall be within fifteen (15) working days of the date of filing the request for review by which the parent or guardian filing the request shall meet with representatives of the particular school and of the school board to review the request.

6.2 The student whose education is in dispute shall remain in his/her placement until the dispute has been resolved.

6.3 In those instances where the local school division/district appeal process is not successful in resolving the dispute, the disagreement may be referred by either party in the dispute (the parent/guardian or the school board) to Manitoba Education and Training, Program Implementation Branch, which will provide conciliation services to assist the local jurisdiction and parent or legal guardian in resolving the matter. The Program Implementation Branch shall respond to the request within ten (1) working days of receiving the request.

Participation in the mediation process is voluntary and may be withdrawn by either party to the dispute at any state of the process. The Program Implementation Branch shall use an informal, problem solving approach in an attempt to resolve the disagreement. Solutions proposed by the Program Implementation Branch shall not be binding on either party to the dispute.

6.4 Where local appeal procedures have been exhausted and Manitoba Education and Training conciliation services have not bee successful in resolving the disagreement, the matter may be referred in writing by either party to the dispute to the regional Special Needs Arbitration Panel for final arbitration. The Panel shall have the power to review whether established procedures have been followed by both parties to the dispute in arriving at decisions, and the power to review the placement decision. Except in unusual circumstances, the special

Needs Arbitration Panel shall hear both parties of the dispute within twenty (20) working days of receipt of the request for a hearing. Every effort shall be made to keep hearings before the panel as informal as possible. Panel decisions shall be final. The Panel shall report its decision in writing within twenty (20) working days of the hearing to both parties of the dispute, and shall report its decision to the Minister of Education and Training.

6.5 The Minister of Education and Training shall establish a Special Needs Arbitration Panel in each region of the province. Each Panel shall consist of three members who will be appointed by the Minister. The panel shall consist of a representative of Manitoba Education and Training, an educator, and a member of the community at large, two of whom will be from the region.

APPENDIX A SPECIAL EDUCATION PLANNING GUIDE

School divisions/districts, in collaboration with Manitoba Education and Training, provide access to comprehensive and individualized programs and services for students with special learning needs. To support effective collaborative planning within the Manitoba public school system and to provide important data for planning future directions, Manitoba Education and Training requires that school divisions submit a board approved Annual Divisional Action Plan to the Department's Program Implementation Branch.

The requirements for an ADAP are as follows:

a) By December 15, each year, school divisions/districts submit a listing of special education program options, special education personnel used to provide these options, their respective role functions, and an outline of other school division resources used to complement the service delivery system (this is described in Section 4 and 5 of the ADAP).

b) School divisions/districts submit an ADAP yearly, which includes Sections 1 to 6.

A. SPECIAL EDUCATION PLANNING PROCESS

The content of the special education plan, henceforth called the Annual Division Action Plan (ADAP), is outlined below and described in greater detail in Part B.

Outline of the Annual Division Action Plan

There are six main sections to the ADAP. They are as follows:

1. Planning process
2. Division statement of philosophy and policies
3. Needs survey
4. Comprehensive service delivery system
5. Outline of other division resources
6. Professional development activities

The process for developing the ADAP is described below. This will allow school divisions to systematically develop their complete planning process yearly.

Division Special Education Planning Committee

To facilitate the effective planning of special education programs and services, school divisions should give consideration to establishing a planning committee. This planning committee should have representation from trustees, division administration, supervisory and consultative staff, principals, teachers, parents,

and representation from public health and social service agencies. The involvement of such broad representation in the planning process will help divisions in developing a comprehensive and responsive ADAP.

B. ANNUAL DIVISION ACTION PLAN

The format provided below is designed to provide general continuity in the structure and content of the ADAP while providing sufficient flexibility to accommodate unique division styles and orientations.

1. Planning Process

Describe the procedures and personnel involved in developing the ADAP.

2. Division Statement of Philosophy and Policies

Describe the educational philosophy and vision policies governing the delivery of special education programs and services within the division. The division philosophy will contain the basic mission statement that the division follows when developing policy, programs and services for students with special needs.

Division policies governing the following practices and procedures should be included:

a) Identification of student needs.
b) Development of Individual Education Plans and curriculum adjustments.
c) Student placement process.
d) Procedures for involving specialist support staff, parents and teachers in student assessment, programming planing, and program evaluation processes.
e) Parental involvement in the above.

3. Needs Survey

Conduct a survey of the student population to determine the number of students in the division with special needs. The results of the survey should be reported in a way that identifies, in a broad sense, the types of program supports and modifications that these students require. The Department of Education and Training requests that school divisions/districts outline the needs following a cascade model of services, identifying those students requiring minimal, moderate and major program modifications and supports.

It is expected that divisions have developed comprehensive program plan for all students requiring program modifications and/or supports, and IEPs for students who require significant program modification. These plans are for use within the division and are not submitted to the Department.

4. Comprehensive Service Delivery System

Provide a comprehensive listing of program options available in the division, and of the special education staff used to provide a comprehensive service delivery system. The data reported should include:

a) a description of all special education placement/program options and of all students served.
b) the number of personnel employed in each placement option expressed in full-time equivalents.
c) the number of personnel assigned to positions requiring special education certification and the number of these who are fully qualified.
d) the number of clinical support staff available to the division by specialty, expressed in full-time equivalents.

5. Outline of Other Divisional Resources

Identify and describe other division resources that are important components of the school division's comprehensive service delivery system. These would include special equipment, special materials, building modifications, individualized transportation plans, and other specific resources important to the service delivery.

6. Professional Development Activities

Describe the professional development plan in special education and list the professional development activities provided during the past school year and the activities planned for the next school year.

7. Review of the ADAP

Review the ADAP from the previous year. Include an evaluation of its appropriateness, and an outline of any changes in philosophy, policy, procedures, programs and services to be implemented in the following year.

C. MANITOBA EDUCATION AND TRAINING ADAP REVIEW PROCESS

Manitoba Education and Training will review the ADAP submissions with each division/district.

THE PLANNING PROCESS

Reference

Vision to Action: A Resource for Educational Change, Manitoba Education, Training and Youth (1997)

Reference

School-based Planning: A Continuous Process for Effective Education: A Resource for Developing and Implementing Annual School Plans, Manitoba Education, Training and Youth (1996)

The purpose of school planning is to link school, division/district and department planning processes. **An Education Agenda: Kindergarten to Seniors 4** outlines the six key priorities of the department for 2001-03. Planning at various levels is important to ensure the most appropriate education for students. Benefits include:

- involvement of stakeholders in decision making
- decisions based on data
- greater acceptance of change
- improved communication
- improved student outcomes

The planning process is a key element in addressing students' needs. The general planning process has 10 key steps:

- establish a planning team
- establish the focus for planning
- collect and analyze data
- establish a vision
- develop a mission statement
- establish strategic goals and objectives/key questions
- develop an action plan
- implement and communicate the action plan
- monitor and evaluate the plan
- reflect and celebrate

The planning process will not always follow these steps in order and the number may depend on circumstances. Changes occur as unexpected problems or opportunities arise.

Explanations are provided for four levels of planning: divisional, school, classroom and individual.

Division Planning

Planning for students at the division/district level will address the system needs for the complete school division or district. The team involved in the planning should have wide representation from within and outside of the division/district. As well, the data may be obtained from a variety of community agencies, e.g., police, family services, youth corrections, etc.

Division/district planning might address:

- divisional code of conduct
- student services policies
- new programs or services, e.g., early intervention programs
- handbooks, protocols or guidelines
- staff training plans
- review of special education services and/or programs

Planning at the School Level

Planning at the school level should involve a team of appropriate stakeholders. This team should select a planning process that matches the problems or issues to be addressed.

School planning should address:

- positive school climate
- school-wide plans for improving academic success
- school rules or a school code of conduct
- school procedures
- staff training

Planning at the Classroom Level

The classroom teacher usually initiates planning at the classroom level. Teachers might involve parents, other teachers or paraprofessionals to assist in the classroom. Classroom planning should also provide opportunities for student input. The teacher can involve students through meetings, discussions, surveys, etc.

Planning at the classroom level typically occurs prior to the beginning of the school year. While it may not be necessary or practical for teachers to complete the entire general planning process, decisions should be data based. Teachers need to collaborate with last year's teachers, support staff, in-school support team and clinicians to determine the needs of the students who will be in the classroom for the coming year.

Based on this information, teachers determine which students require interventions for academic or other concerns. For example, some students might require:

- curricular supports or adaptations
- courses that are modified or enriched
- programs that are individualized
- specific behaviour interventions

Classroom planning might address:

- student needs (academic, behavioural, social, physical)
- positive climate
- rules
- procedures
- routines
- contact with parents when behavioural or academic challenges are noticed
- individual strategies and interventions for students with unique needs

INDIVIDUAL PLANNING

Individual Education Planning (IEP)

Reference

Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years, Manitoba Education and Training (1998)

Process

Individual education planning allows educators, support personnel and parents to collaborate in meeting the needs of students who require accommodations and supports beyond those typically considered in the provincial curriculum. The individual education plan (IEP) ensures students' needs are addressed in a systematic way. Students with carefully developed and implemented IEPs are more likely to attain their educational goals and reach their potential as learners.

IEP planning provides parents with a voice in their children's education. Once developed, the IEP provides a framework for communicating with families who play a role in reinforcing the outcomes of IEPs at home. The process is also valuable in helping students focus their efforts on attainable goals.

Individual education planning helps families:

- communicate goals and values
- contribute their perspective to their child's IEP
- understand and support school programming and planning
- discuss questions concerning programming and services
- participate in setting goals and evaluating progress

Purpose

The purpose of an IEP is to plan instruction that helps students attain the skills and knowledge that are the next logical step beyond their current functioning. For this reason, IEPs are informed by a clear understanding of students' current level of performance. This entry level of performance also serves as the baseline for assessing students' progress.

Essential Components of IEPs:

1. student identification and background information
2. current levels of performance, which reflect team consensus on the student's abilities and needs
3. student specific outcomes
4. performance objectives
5. methods, materials, and strategies
6. the names of team members who will implement the IEP, and the setting(s) where it will be implemented
7. plans and timelines for evaluation

A variety of planning tools exists for addressing children's individual needs. The level of plan selected by teams should match the type and severity of the students' needs. Outlined below are four types of planning tools used in Manitoba:

Planning Tool	Purpose	Student Characteristics	Mandated for	Recommended for
Individual Education Plan	Documenting significant, personalized variation in planned instructional methods and/or content	Wide range of special needs Wide range of instructional needs, (e.g., developmental, academic, self-care, community skills, social/behavioural)	Levels II and III special needs funding Senior years students with E1, M2, I3* designations	All students with adapted or modified curricula or individualized programming Any students who could potentially benefit from an IEP
Behaviour Intervention Plan	Documenting behaviour-related planning that includes: - social, learning and personal needs - reactive and proactive interventions - school, home and external agency supports	High levels of disruptive, disturbing behaviour Learning environment is disrupted Safety is a concern	Level II special needs funding - very severely emotionally behaviourally disordered	All students with significant emotional and/or behavioural disorders Some students with difficult behaviour that is not in the severe range
Multi-System Plan	Documenting a 24-hour treatment plan to address shared emotional/ behavioural goals by multiple agencies	Students with severe to profound emotional/ behavioural disorders	Interagency Protocol Agreement Level III special needs funding - profound emotionally/ behaviourally disordered	Students who have multiple agencies involved in treatment/ intervention
Individual Health Care Plan	Planning for health/ medical needs in home, pre-school and school	Children with complex medical needs	Unified Referral and Intake System (URIS) Groups A and B health care needs	

When Are IEPs Mandated?

Manitoba Education, Training and Youth's current IEP policy and practice.

Policy	Implications for IEPs
Individualized Programming (I) *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years (1995)* Senior years students with significant cognitive disabilities who benefit from a highly individualized and functionally appropriate learning experience outside curricula developed or approved by Manitoba Education, Training and Youth. Eligibility is determined by the programming team.	IEPs must be developed and implemented for senior years students receiving individualized (I) programming designation.
Modified Course Designation (M) *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1 to Senior 4 (1995)* Senior years students with significant cognitive disabilities who benefit from curricula developed or approved by Manitoba Education, Training and Youth, provided that the curricular outcomes have been modified significantly to meet the student's unique learning requirements. Eligibility is determined by the programming team.	IEPs must be developed and implemented for senior years students receiving a modified (M) course designation on an individual course basis.
English as a Second Language Course Designation (E) *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1 to Senior 4 (1995)* Senior years English as a second language students who benefit from curricula developed or approved by Manitoba Education, Training and Youth that have been adapted to facilitate their acquisition of English and to assist the student in the transition to regular senior years programming. Eligibility is determined by the programming team.	IEPs must be developed and implemented for senior years students receiving an English as a second language (E) course designation on an individual course basis.
Adaptations and Exemptions to Provincial Examinations and Standards Tests *Policies and Procedures for Provincial Examinations and Standards Tests* Students are eligible for adaptations to, and exemptions from, provincial examinations and standards tests. Such cases should be well documented and requests made in writing to Assessment and Evaluation Branch at the time of student registration for the examination or test. Exemptions are granted at the local level in consultation with parents.	For some students, this documentation will take the form of an IEP. An IEP by itself does not imply that a student will require adaptations or be exempt from writing provincial examinations or standards tests. Requests for adaptations and exemptions are granted for each specific provincial examination or standards test.

Policy	Implications for IEPs
Special Needs Level II and III Categorical Support Categorical funding for students with special needs beyond the usual clinician and Level I support.	IEPs must be developed and implemented for students receiving Level II and Level III Special Needs Categorical Support.
Unified Referral and Intake System (URIS) *Unified Referral and Intake System Manual* The URIS protocol is an interdepartmental mandate (Departments of Family Services, Health and Education, Training and Youth) created to support children with special health care needs to live safely at home and to participate to the fullest extent possible in community life (e.g., school). The protocol also applies to the eligibility of a student for Level III Special Needs Categorical Support.	IEPs must be developed by a multisystem team and contain multisystem interventions that are developed around the student's special health care and learning needs. IEPs are a component of the information submitted to the URIS committee in Group A applications.
Emotional/Behavioural Difficulties *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders* The protocol acts as a mandated basis for multisystem co-operation in the development of systems of care for children and adolescents who are experiencing severe to profound emotional/behavioural difficulties. The protocol also applies to the eligibility of the student for Level III Special Needs Categorical Support.	IEPs must be developed by a multisystem team and contain multisystem interventions that are developed around shared service goals and implemented in all of the student's living/learning environments and educational interventions that are implemented by the school.

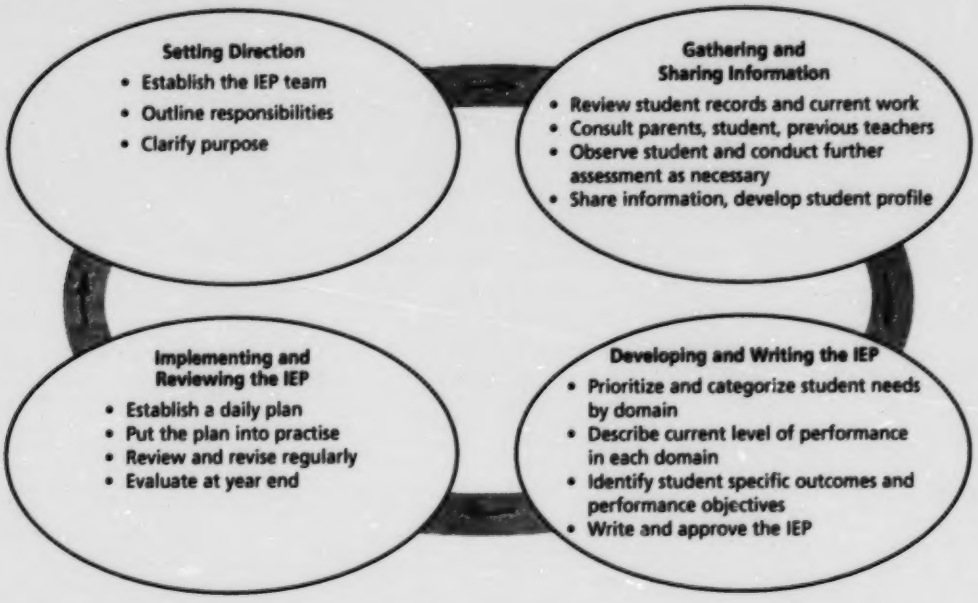
Deciding Who Needs an IEP

Identifying students who may need an IEP begins when someone who works with them observes that they have needs not met through programming related to the provincial curriculum.

1. **Initial Discussion.** Discussion is initiated by any of the key people involved with the student — parents, student, teachers, resource teachers, other professional staff such as special education consultants, principals, clinicians, or agencies. Having this discussion does not necessarily mean the student needs an IEP. It simply means that teams will begin to determine whether any concerns should be addressed through formal, collaborative intervention.
2. **Information Gathering.** Team members develop and implement a plan for gathering necessary information to make the ultimate decision. Generally, the teacher has responsibility to collect any information that the parents can provide.
3. **Decision making.** The team considers the parental/student input and the other information gathered and decides on one of the following:
   a) to address the concerns through actions that do not require an IEP (e.g., applying an instructional adaptation, involving specialized support personnel such as a resource teacher or clinician, or making a medical referral). In this case the classroom teacher takes the necessary steps, documents these steps, and continues to monitor the students' progress. The student may be considered for an IEP later if needs and circumstances change
   b) to develop and implement an IEP, in which case the team begins the IEP process
4. In the view of these factors, in-school personnel and parents decide:
   a) to resolve problem in the short-term.
   If specific actions will quickly resolve problem (e.g., transferring the student to a different course or placement or making a medical referral), the classroom teacher takes steps to address the concern, documents these steps and continues to monitor the students' progress. The student may be considered for an IEP later if needs and circumstances change.
   b) to develop and implement an IEP. The team begins the IEP process

Chapter 3 in *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* outlines in detail the IEP process.

An Overview of the IEP Process


Setting Direction
• Establish the IEP team
• Outline responsibilities
• Clarify purpose
Gathering and Sharing Information
• Review student records and current work
• Consult parents, student, previous teachers
• Observe student and conduct further assessment as necessary
• Share information, develop student profile
Developing and Writing the IEP
• Prioritize and categorize student needs by domain
• Describe current level of performance in each domain
• Identify student specific outcomes and performance objectives
• Write and approve the IEP
Implementing and Reviewing the IEP
• Establish a daily plan
• Put the plan into practise
• Review and revise regularly
• Evaluate at year end

Behaviour Intervention Planning (BIP)

Reference

Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour, Manitoba Education, Training and Youth (2001)

Students demonstrating high levels of disruptive, disturbing, aggressive or violent behaviours that interfere with or threaten the safety of the school or classroom learning environment need a behaviour intervention plan (BIP). Some of these students' needs can be addressed by the school and home working together. Some students have had life experiences that threaten their personal survival or psychological integrity. Their programming needs go beyond that normally provided through school interventions and require additional supports at home and in the community. For this reason, behaviour intervention planning teams will often include external agency representatives.

Essential Components of BIPs:

purpose and background

programming needs (system needs, social learning needs, personal/emotional needs)

interventions (proactive, reactive)

supports (divisional supports, outside supports, home supports)

outcomes and evaluation

A full description of the development process for a BIP and a case study example can be found at:

www.edu.gov.mb.ca/metks4/instruct/specedu/bip/index.html

Multisystem Planning

Reference

Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders, Manitoba Education and Training, Manitoba Family Services, Manitoba Health, and Justice (1995)

Reference

Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour, Manitoba Education, Training and Youth (2001)

Multisystem planning provides treatment coordination for students with severe to profound emotional/behavioural difficulties and involving multiple agencies. Plans are developed by a multisystem team including parents/guardians, alternative domestic caregivers, the student (where appropriate) and at least two agencies. The agencies include the school and at least one of: Child and Family Services, Child and Adolescent Mental Health Services, Community and Youth Correctional Services or comparable clinical services. The resulting plan must include shared treatment goals and coordinated interventions across the student's learning/living environments. Multisystem plans clearly outline the role each team member will play.

Multisystem plans are required whenever a school division/district applies for Level III EBD funding. More information on Level III funding of profoundly emotionally/behaviourally disordered students can be found in the Special Needs Categorical Funding section of this handbook.

For additional information on multisystem planning:

- Guidelines for submitting multisystem applications: www.edu.mb.ca/metks4/instruct/specedu/funding/multiapp.html
- A sample of a co-ordinated multisystem plan: www.edu.gov.mb.ca/metks4/instruct/specedu/iep/tim.html

Planning for Students with Complex Medical Needs (Unified Referral and Intake System)

Reference
Unified Referral and Intake System (URIS) Policy and Procedural Manual, Manitoba Family Services, Manitoba Education and Training, and Manitoba Health (1999)

Planning and providing services for children who need assistance with special health care procedures in school requires a variety of human and fiscal resources. In 1995, the Unified Referral and Intake System (URIS) was created as a joint strategy of the Departments of Family Services and Housing, Health and Education, Training and Youth. **This manual is for administrators in school divisions, licensed child-care facilities, accredited recreation programs and agencies that provide respite service who wish to access URIS support. It documents the policies and procedures required for these groups to receive URIS support and recommends policies which community programs may adopt to establish safe, supportive environments for children with special health care needs.** The Unified Referral and Intake System:

- provides a standard means of classifying complex health care procedures
- establishes staff qualifications in community programs to support these children
- funds community programs to hire and/or train appropriately qualified staff
- recommends policies that community programs may adopt to support children with special health care needs

URIS Funding

URIS provides supplemental funding to assist community programs in accommodating children with special health care needs. Funding is provided, through a URIS application (Form 5.2) to community programs for training, monitoring and developing a health care plan for students classified as Group B.

Funding is available, through a URIS application (Form 5.2) for nursing supports to accommodate the complex health care needs of students classified as group A.

Sections 4.2 and 4.7 identify the allowable Group A and Group B expenses that community programs might wish to apply for.

Funding support is contingent upon eligibility for service.

For more information on URIS, health care plans or the application process, contact:

Chair
Unified Referral and Intake System
Children's Special Service
219-114 Garry Street
Winnipeg, Manitoba R3C 1G1
Phone: 204-945-3255

TRANSITION PLANNING

Students with special needs frequently experience difficulty in making transitions. The new situations faced because of life changes such as entering or leaving school require a specialized plan.

There are many types of transitions:

- entering the school system
- moving between activities and settings
- preparing for adult life
- moving from level to level

Beginning School

Reference
Guidelines for Early Childhood Transition to School,
Manitoba Children and Youth Secretariat (1997)

Entering the school system is an important event in a young child's life. Much of a child's future success in school depends on the transition into school. Typically parents contact the school in the spring of the year prior to enrolment. If special supports and programming are required for a child, a one-year notification period is advised. A longer notification period may be needed if physical changes to the school or classroom setting are required. This timeframe allows the division/district to prepare any extra supports necessary to meet the child's needs.

Guidelines for Early Childhood Transition to School is a protocol designed to facilitate information sharing and collaborative planning between community-based agencies working with pre-school children with special needs and the school system prior to the child enrolling. The goal is to ensure continuity of appropriate supports.

The guidelines were developed and are endorsed by the departments of Health, Family Services and Housing and Education, Training and Youth.

The guidelines encourage collaboration among participants in the transition — the child, the family, sending and receiving service providers – and introduces a process of long-range planning. The roles and responsibilities of each partner in the transition are described and forms to assist information sharing *(School Placement Programming Information Inventory* and *Authorization of Exchange of Information)* are included.

The benefits of transition planning prior to school entry include:

1. continuity of programs that suit the child's development and learning
2. involvement of parents in the transition process, including choices of programs and services. Participation in a step-by-step process will help alleviate the anxiety and stress of change
3. continuity of interventions from pre-school to school
4. preparation within the school system to receive students with special needs, including professional development of staff
5. long-range planning of supports and services the child will require (personnel, environmental modifications, professional development) in the school system

The exchange of information between all partners will support the transition to school.

Transition Between Activities and Settings

Students with special needs often have difficulty when a regular routine is disrupted. The key is to ensure they are prepared for change before it occurs. This may be accomplished through several strategies.

- Let the students know well in advance of schedule changes.
- Ensure students know of an impending change in their daily schedule (e.g., a fire drill). Provide clear, concise instructions to prepare for the change.
- Create schedules students can refer to frequently so that they know what is coming up in the day.
- Help students organize materials required for the next activity.
- Develop a strategy for use when the teacher is away and a substitute is in the room.

For some students, the staff will need to use a structured routine that includes:

- providing a signal or cue that an activity is changing
- reviewing the routine for new activities with students
- stating the actions that are required
- assisting students (as needed) in the transition

Between Schools

Reference

Transition to Junior High: A Unit of Study for Grade Six Students, Manitoba Education and Training (1991)

Reference

Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol Affected, Manitoba Education, Training and Youth (2001)

When preparing for the transition between school levels (e.g., from an Early Years school to a Middle Years school), it is necessary to prepare the student and the receiving school. Preparation should begin in early spring.

Processes to provide written documents on all student transitions between levels have been used successfully in many schools. Documents usually include profiles of students and information regarding their academic progress, behaviour, vision, hearing and special requirements.

From a Special Program or Treatment Centre

A student may be moving from a treatment centre or special program into a regular school or classroom. This may occur after the student has spent a short time in the alternate setting or after several months or years. Careful planning helps ensure success.

KEY STEPS:

1. arrange transition meeting
2. share information
3. arrange a tour of new school
4. develop a plan with student's input
5. involve key contacts
6. start slowly to ensure success

Registering Children in Care of Child Welfare Agencies

Reference

Guidelines for Registration of Students in Care of Child Welfare Agencies, Manitoba Children & Youth Secretariat (October 1997)

Children taken into the care of a child welfare agency experience very stressful emotional circumstances. Moving into care may result in relocation and require enrolment in a new school outside the child's home school division.

Guidelines for Registration of Students in Care of Child Welfare Agencies acknowledges that the speedy entrance of students into an appropriate school setting is an important way to meet a child's need for safety and belonging. The protocol is designed to facilitate effective information sharing and collaborative planning between local child and family service personnel and school division/district personnel, to ensure a smooth and successful transition.

Guidelines for Registration of Students in Care of Child Welfare Agencies encourages collaboration among the participants in the transition - the placing agency and the school division/district - and describes a planning and information sharing process to ensure appropriate programming, services and supports are in place. The roles and responsibilities of each partner in the transition are described and a form to assist information sharing *(Children in Care - School Intake Information)* is included.

From Secondary School into Adult Life

Reference

Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16 (from school to services for adults), Manitoba Education and Training, and Children and Youth Secretarial, 1999

In 1989, the departments of Family Services, Health and Education and Training mandated collaborative planning for all students 16 or older with special needs, requiring government support (financial, residential, social and/or vocational) after leaving school. Students with special needs require more intensive and co-ordinated planning than most high school students because of their need for long-term support and transition planning is a critical component in providing continuity of programs and services.

Typically, when students with special needs reach 18, a children's worker formally transfers case responsibility to an adult worker. Transition planning must begin for such students at age 15 or 16 so programs or service agencies are involved in a timely manner.

Manitoba Transition Planning Process Support Guidelines For Students with Special Needs Reaching Age 16 (from school to services for adults) outlines individual transition planning processes, agency interaction roles and timelines and provides resource information about strategies and current best practices to assist with transition planning.

SCREENING

Screening plays an important role in providing appropriate services and supports to children in our school system. Screening provides an essential mechanism to identify student needs.

Hearing Screening

Purpose

The purpose of the hearing loss screening program is to identify children who may have educational difficulties due to a hearing loss. Early identification will ensure that such children will receive appropriate habilitative, educational and/or medical follow-up.

The Screening Process in Schools

The first stage involves screening the hearing of large numbers of children in the recommended target population (listed below). This first stage indicates which children might have hearing loss. These children are screened a second time. If the results suggest a potential hearing loss, these children are referred to an audiologist for a complete hearing assessment.

The hearing screening procedure should take about two minutes per child. An audiologist, trained volunteer or school division staff member administers a short hearing test using an audiometer. In some Regional Health Authorities (RHAs), audiometers can be obtained through the audiology department for school screening. The audiometer produces different pitches (frequencies) of sound at varying loudness through ear phones. Children indicate when they hear the sound by raising a hand or arm. Children who do not respond appropriately through two screenings should be referred to an audiologist for further testing.

Recommended Populations for Hearing Loss Screening:

- children in kindergarten and grade 1
- children with known hearing problems
- children referred because of parental or teacher suspicions of hearing loss
- children who are new to the school division/district

For more information contact:
Senior Audiologist
Brandon Regional Health Authority
Unit A5, 800 Rosser Avenue,
Brandon, MB R7A 6N5
Phone 204-571-8368
Fax 204-726-8743

Vision Screening

Purpose

Schools in Manitoba conduct vision screening sessions throughout the year. Members of the Manitoba Ophthalmological Society, the Manitoba Association of Optometrists, Manitoba Health, Manitoba Education, Training and Youth and the Canadian National Institute for the Blind form the Provincial Vision Conservation Committee. They endorse the screening of students' vision in school to detect visual difficulties in kindergarten and Grades 1, 3, 5, 7, Senior 1 and Senior 3. The school divisions/districts report their data to the Coordinator of Services for the Visually Impaired at Manitoba Education, Training and Youth.

Manitoba Education, Training and Youth supports the work of the Committee through Program and Student Services Branch and Special Materials Services.

Special Materials Services provides:

1. training manuals for screening
2. screening equipment for loan
3. equipment repair/refurbishing

Screening Process

Screenings are conducted by a variety of people including school staff and parent volunteers. Training sessions for screeners are led by Program and Student Services Branch staff throughout the year.

For more information contact:

Coordinator
Blind & Visually Impaired Services Unit
2nd Floor - 1181 Portage Avenue
Winnipeg, MB R3G 0T3
Phone 204-945-7840
Fax 204-945-7914

RECORD KEEPING

Student Records

References

Manitoba Pupil File Guidelines, June 2000
Guidelines on the Retention and Disposition of School Division/District Records, Revised June 2000

Pupil (student) files are an ongoing official record of students' educational progress through the kindergarten to senior 4 public school system. It is a timeline record and a synopsis of students' education and supports. A pupil file includes the entire collection of information and documentation from school staff which is stored in written, photographic, electronic or any other form. It may be stored in a school, school board office or any school-board sanctioned location.

Manitoba school divisions/districts, like all public bodies, are responsible to protect the privacy of this information. To meet their obligations under such legislation, educational administrators are required to manage their records in a responsible manner.

Advances in computer technology now allow storage, manipulation and transmission of information electronically. Electronic records do not yet provide secure, long-term storage. This must be taken into account when planning for the retention of permanent records.

When schools program for students with special needs, the information required is often very private. Medical, personal and academic information is often needed to develop an educational plan for the student. It is important that all students' information be treated with the utmost care.

There are several statutes and regulations school divisions/districts and their officers and staff must comply with when handling records and establishing policies and procedures for handling them. These include:

1. The Public Schools Act (PSA)
2. The Education Administration Miscellaneous Provisions Regulation
3. The Freedom of Information and Protection of Privacy Act (FIPPA)
4. The Personal Health Information Act (PHIA)
5. Young Offenders Act (Canada) (YOA)

The Public Schools Act (PSA)

References

Public Schools Act, Section 42
Manitoba Pupil File Guidelines - Appendix 1

Subsection 42.1 of the PSA requires every school board to establish written procedures for collecting, storing and retrieving student information. Subsection 42.2 to 42.6, subsection 58.1, and clause 58.6 (c) and clause 58.9 (2) (c) of the PSA define the term pupil file and set specific rules about access to files by pupils and their parents/legal guardians.

The Education Administration Miscellaneous Provisions Regulation

References

The Education Administration Act, Regulation 468/88
Manitoba Pupil File Guidelines - Appendix 1

This regulation describes some of the pupil information and records school divisions/districts are required to keep. It also contains a list of responsibilities of principals about student information.

The Freedom of Information and Protection of Privacy Act (FIPPA)

References

The Freedom of Information and Protection of Privacy Act, 1998
FIPPA Handbook for Local Public Bodies
FIPPA Resource Manual: Provincial Government
Legal Services Information Bulletins, The Freedom of Information and Protection of Privacy Act, Parts 1, 2 and 3 Manitoba
Pupil File Guidelines - Appendix II

This Act contains provisions on the right of access to records, including personal information. It also sets out rules about collecting, using, protecting and retaining personal information. Personal information is defined as any "recorded information about an identifiable individual." Some examples include age, sex, marital status, religion or ethnic origin. Personal information also includes opinions of that person and any opinions expressed about that person by another individual.

As of April 3, 2000 all school divisions/districts are public bodies falling under this Act.

FIPPA requires that a school board establish and comply with a written policy concerning retention and destruction of personal information. Subsection 40(2) of this Act states that the policy "require that personal information be retained for a reasonable opportunity to obtain access to it."

For contact information see Appendix 2

The Personal Health Information Act (PHIA)

References

The Personal Health Information Act, 1997
The Personal Health Information Act, A Brief Summary for Public Bodies
Manitoba Pupil File Guidelines - Appendix III

This Act contains provisions on the right of access by an individual to his or her own personal health information. It sets out rules, which must be followed by trustees, on collecting, using, protecting, retaining and disclosing personal health information. Personal health information is any recorded information about an identifiable individual about that person's health or health care history, the provision of health care to the individual or payment for health care provided to that individual.

School divisions/districts have been trustees within the definition of a public body in the act since December 1997.

Section 17 of *PHIA* requires school boards to establish a written policy concerning the retention and destruction of personal health information. It must comply with the policy and any regulations under PHIA that personal health information be destroyed in a manner that protects the privacy of the individual it is about. *The Personal Health Information Regulation* contains requirements on the security of personal health information.

Young Offenders Act (Canada) (YOA)

Reference

Manitoba Pupil File Guidelines - Appendix IV

The *YOA* sets out rules which govern access and disclosure, retention and destruction of records relating to young offenders where those records are held by the courts, police, Manitoba government departments, social agencies and schools. Young offender records must be dealt with in accordance with the YOA, even if they are part of a pupil file or some other file or record. Manitoba statutes such as *The Public Schools Act, The Education Administration Act, The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act* do not apply to young offender records.

HUMAN RESOURCES

Special Education Certificate

Reference

A candidate is eligible for the Special Education Certificate when the following criteria have been met:

- a valid Manitoba professional teaching certificate
- two years of successful teaching experience in Manitoba
- 30 credit hours of university course work at the 500 level as specified in the Special Education Teacher Certification Guidelines, including
  - eighteen credit hours of core requirements
  - a minimum of twelve credit hours of electives
  - a selected number of approved professional development activities may be accepted for credit towards the certificate. Professional development activities are assessed on the basis of contact hours. Twenty contact hours are required to earn one credit hour towards the certificate. For more information, contact the Professional Certification Unit, Manitoba Education, Training and Youth.

Application Procedure:

Written application is needed for certification in special education.

All inquiries regarding certification should be directed to:

Professional Certification Unit
402 Main Street
P.O. Box 700
Russell, MB R0J 1W0
204-773-2998 or 1-800-667-2378
www.edu.gov.mb.ca/certification/certif.html

Special Education Co-ordinator Certificate

Reference

Manitoba Regulation 515/88

A candidate is eligible for a co-ordinator's certificate in special education when the following requirements have been met:

a) a valid Manitoba special education certificate

b) five years of approved experience in two or more of the following areas:

- regular classroom teaching
- resource or special class teaching or both
- approved clinical or special agency work at a professional level such as psychology, reading, social work, speech-language pathology, audiology and school counselling
- consultative or supervisory experience such as a school administrator or department head

Application Process:

A written request must accompany an official statement from a current and/or former employer verifying the completion of a minimum of five years' experience in at least two of the above professional areas of responsibility. Requests should be directed to:

Professional Certification Unit
402 Main Street
P.O. Box 700
Russell, MB R0J 1W0
204-773-2998 or 1-800-667-2378
www.edu.gov.mb.ca/certification/certif.html

School Clinician Certificate

Reference

Manitoba Regulation 515/88
The Manitoba Speech and Hearing Association Act, Chapter 101, RSM 1990
The Occupational Therapists Act, Chapter 05, RSM 1987
The Physiotherapists Act, Chapter 30, SM 1999

Provisional Certification

School clinicians certified in Manitoba for the first time are issued provisional certificates, valid for two years. Basic qualifications for the six types of school clinician certificate are:

Psychology:	an approved master's degree in school psychology or an equivalent with approved courses
Reading:	an approved master of education degree with approved courses in clinical reading and related areas and approved experience
Speech and Hearing:	the academic qualifications needed to meet the licensing requirements of The Manitoba Speech and Hearing Association
Social Worker:	an approved bachelor of social work degree
Physiotherapist:	an approved bachelor of physiotherapy degree and qualifications needed to meet the registration requirements of the Association of Manitoba Physiotherapists
Occupational Therapist:	an approved bachelor of occupational therapy degree and the academic qualifications needed to meet the registration requirements of the Association of Occupational Therapists of Manitoba

Permanent Certification

A candidate will be eligible for a permanent school clinician certificate when all of the following are met:

- two years of clinical experience in a Manitoba school while holding a provisional school clinicians certificate
- the completion of the internship program at the University of Manitoba
- the recommendation of a supervising clinician and a school superintendent that the certificate be granted

Application Process:

All inquiries regarding clinical certification should be directed to:

Professional Certification Unit
402 Main Street
Box 700
Russell, MB R0J 1W0
204-773-2998 or 1-800-667-2378
www.edu.gov.mb.ca/certification/certif.html

FISCAL RESOURCES

Special Needs Funding Categorical Funding

Special needs funding is available for students requiring and receiving extensive supports based on a comprehensive educational needs assessment. Support is provided at three levels:

- Level I support
- Level II and Level III support

Guidelines for Level I Support

Level I support is included in the school division's/district's base support funding. A portion of base support funding is designed for students requiring supports for a major part of the school day.

Students with the following conditions may be eligible for Level I support:

- **Moderate mental disability:** The student has an intelligence quotient (IQ) of less than 50 (plus or minus 5) based on a valid intelligence test administered by a qualified person, and has significant difficulty in adaptive functioning.
- **Severe physical functioning:** The student has a severe physical disability that requires significant specialized support and physical rehabilitation.
- **Moderate multiple-disabilities:** The student has more than one moderate disability, the combination of which affects his or her adaptive functioning at school.
- **Very severely learning disabled:** The student's reading, language, and/or mathematics performance is significantly lower than expected on the basis of his or her intelligence or learning potential.
- **Severely emotionally disturbed:** Based on a comprehensive psychological assessment administered by a qualified specialist, the student is confirmed to have severe emotional, social and behavioural disorders.
- **Severe hearing loss:** Based on a comprehensive assessment administered by a qualified specialist (audiologist, deaf education specialist, and/or speech-language pathologist), the student is confirmed to have severe hearing loss that affects speech and language development.
- **Severely visually impaired:** After all possible visual correction is made, the student with visual impairment requires special materials and services, but uses visual media (including print) as the primary method of learning.

Decisions about a student's eligibility and the expenditures under Level I support are made by the school division/district.

Guidelines for Level II and Level III Support

Categorical support is available for students with special needs who require and receive extensive supports based on a comprehensive educational needs assessment. Level II and Level III support is in addition to Level I, co-ordinator and clinician support.

Definitions of conditions considered for Level II and Level III support are provided to assist school divisions/districts in selecting students for funding applications. The Program and Student Services Branch determines final eligibility.

The school requesting Level II or Level III support for students with special needs will complete an individual education plan (IEP) for each student. All applications requesting a level of funding and providing identifying information are to be forwarded by school division/district administration to the Program and Student Services Branch, Manitoba Education, Training and Youth.

Level II Support — $8,560 per student

Funding eligibility criteria for Level II support are based on the student's need for individualized instruction for a major part of the school day.

Students with the following conditions are considered for Level II support:

- **Severe multiple-disabilities:** The student has a combination of two or more severe disabilities that produce severe multiple developmental, behavioural and/or learning difficulties. The student may have a severe cognitive disability compounded by a physical disability so severe that he or she requires adaptations and modifications beyond the usual education programming provided for students with moderate special needs. If not cognitively disabled, the student may display two or more severe physical disabilities and consequently requires intensive assistance and/or individualized supervision.
- **Severely autistic:** Student with autistic characteristics presents a combination of behaviours such as extreme self-isolation, severe language and communication problems, hypersensitivity and/or hyposensitivity in the sensory dimensions and ritualistic behaviours. The severely autistic student exhibits characteristics that severely inhibit his or her learning and overall functioning and therefore requires highly individualized programming.
- **Deaf or hard of hearing:** The student is confirmed to be deaf or hard of hearing based on a comprehensive assessment administered by a qualified specialist (audiologist, deaf education specialist and/or speech-language pathologist). Due to a hearing loss that has significantly affected the development of speech and/or language, the student requires major programming modifications to participate effectively and benefit from instruction in the educational setting.
- **Severely visually impaired:** The student's vision is so severely impaired that the primary learning mode is not visual, necessitating extensive accommodation into the learning environment and adaptations to materials.

- **Very severely emotionally/behaviourally disordered:** The student exhibits very severe emotional/behavioural disorders, characterized by inappropriate or disproportionate emotional and behavioural responses to various life situations. The student requires individualized programming and supports with ongoing formal interagency involvement.
- **Severely psychotic:** This diagnostic category includes students with severe thought disorders and associated inappropriate behaviours that are beyond control and that do not appear to be caused by inappropriate school expectations. The severely psychotic student displays highly inappropriate school behaviour that is both chronic and excessive and may necessitate his or her removal from the regular classroom and placement in a specialized, highly intensive therapeutic setting.

Other special conditions can be considered.

Level III Support — $19,055 per student

Funding eligibility criteria for Level III support are based on the student's need for individualized instruction for the entire school day, additional specialized supports provided by the school division/district, and programming requirements significantly beyond those established for Level II support.

Students with the following conditions are considered for Level III support:

- **Profound multiple-disability:** The student has a combination of extremely severe disabilities that produce profound multiple developmental, behavioural and/or learning difficulties. Consequently, the student requires continuous individualized attention and instruction, as well as extensive additional supports.
- **Deaf:** The student is deaf or has a hearing loss that affects communication so profoundly that he or she requires appropriate, full-time, individualized programming to participate effectively and benefit from instruction in the educational setting.
- **Profoundly emotionally/behaviourally disordered:** The student exhibits profound emotional/behavioural disorders and associated learning difficulties requiring highly individualized programming and intensive support services at school and in the community.

  This applies to the student:
  - who is a danger to self and/or to others and whose actions are marked by impulsive, aggressive and violent behaviour
  - whose behaviour is chronic — the disorder persists over a lengthy period of time
  - whose behaviour is pervasive and consistent — the disorder negatively affects all environments, including home, school and community
  - who requires or receives a combination of statutory and non-statutory services from Manitoba Education and Training, Family Services, Health and/or Justice as defined within the Child and Family Services Act, the Mental Health Act and the Young Offenders Act

The request for Level III Support for a student with profound emotional/ behavioural disorders must be accompanied by a detailed IEP with a comprehensive multisystem 24-hour treatment intervention plan (Circle of Care) to address the student's problems.

- **Blind:** The student's vision is impaired to the degree that the primary learning mode is not visual. This necessitates extensive adaptations to the learning environment, specifically to print medium. Individualized programming is required. This may include direct instruction in Braille and Orientation and Mobility.
- **URIS Group A Healthcare Procedures:** The student requires one or more of the following complex medical procedures that must be performed by a registered nurse:
  - ventilator care
  - tracheostomy care
  - suctioning (tracheal/pharyngeal)
  - nasogastric tube care and/or feeding
  - complex administration (e.g., via infusion pump, nasogastric tube, injection other than Epipen or equivalent)
  - central or peripheral venous line interventions
  - other clinical interventions

School divisions are required to submit an application to the URIS Committee. Documentation required for the application:

- Special Needs Categorical Grant Level III funding application
- URIS Application Form (5.2)
- Individual Health Care Plan

Please refer to section 4 of the *URIS Policy and Procedure Manual* for further assistance when submitting an application.

Guidelines for Submitting Multisystem Applications

Circle of Care Treatment Plan for Students with Profound Emotional/Behavioural Disorders Who Require Coordinated Multisystem Planning.

Identifying Data

Provide the following information:

- student's name or student number
- birth date
- gender
- parents/guardians (extended family, foster parents, group home)
- school division/district and school
- agencies and personnel involved (Family Services, Health and/or Justice)
- legal status (permanent ward, temporary ward, voluntary placement, court pending, living with parents)

Description of Concerning Emotional/Behavioural Problems

Specify the student's behavioural/emotional problems, how he or she endangers self/others, persistence over time and pervasiveness in the student's environments at home, at school and in the community.

Development and Function of Student's Emotional/Behavioural Problems

In this section the multisystem team details the developmental context in which the child learned the current emotional/behavioural coping style. The team summarizes those relevant events, including experiences with caregivers, family dynamics, trauma and any significant occurrences that may account for the student's present coping style. It also requires the factors that maintain and drive present behaviours.

Diagnostic Information

Summarize formal diagnostic information completed to date by school clinicians, social services and health personnel, identifying critical factors to be considered in developing the multisystem (Circle of Care) plan. Information related only to school planning is provided in the individual education plan (IEP) or behaviour intervention plan (BIP).

Summary of School Performance

This information should be provided in the student's IEP or BIP.

The plan should detail shared service goals and describe specific interventions delivered in a co-ordinated manner by each of the collaborating partners.

Identification of Treatment/Educational Goals

The purpose of this section is to identify shared service goals that will co-ordinate the implementation of the multisystem service plan to address the student's critical social learning and personal needs and the system's safety needs.

Proposed Multisystem Education/Treatment Plan

Specify the service plan developed by the multisystem team to address the shared service goals. Include specific strategies that will be implemented in each of the child's living/learning environments and identify the services provided to support the child and caregivers by each member of the team.

Case Management Process

- Identify the team members for the school and each of the other service systems involved.
- Identify services provided by each of the service systems to implement the multisystem education/treatment plan.
- Identify the case manager for both the school and other service systems.
- Outline how the services provided by the multisystem team will be co-ordinated and evaluated.

Implementation Costs

Detail the school division/district costs of implementing the school component of the multisystem education/treatment plan.

Signatures of Case Managers

TRANSPORTATION

Reference

The Public Schools Act, Section 43

Manitoba Regulation 221/96 and Amendments

A school division/district is entitled to receive transportation support for students with special needs when the student has impaired mobility and requires and is provided with transportation to and from school in a specially equipped vehicle. The minister may approve, in extraordinary circumstances, transportation on a vehicle that is not specially equipped.

School divisions/districts apply for support by submitting information to Manitoba Education, Training and Youth on students with special needs who are transported on form FB 108 on September 30, January 15 (FB 108b) and June 30 (FB 108c) of the school year.

For additional information regarding the transporting of student with special needs please contact:

Pupil Transportation Unit
Education Administration Services Branch
507 - 1181 Portage Avenue
Winnipeg, MB R3G 1T3
204-945-6900 or 1-800-282-8069, ext. 6900

or

Program Analysis and Development
School Finance Branch
511 - 1181 Portage Avenue
Winnipeg, MB R3G 1T3
204-945-4645 or 1-800-282-8069, ext. 4645

GLOSSARY

Accommodations – adjustment to physical skill-based specific student learning outcomes or substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations, including sensory impairments

Adaptation – the act of making changes in the teaching process, materials or student products to help students achieve the expected learning outcomes

Assessment – the systematic process of gathering information about what a student knows, is able to do and is learning to do

Behaviour Intervention Plan (BIP) – a written document developed and implemented by a team, outlining a plan to address the individual needs of a student based on a respectful understanding of the child's behaviour. The plan typically addresses behavioural issues including programming needs, interventions, program supports and outcomes. The inclusion of personal/emotional needs and proactive strategies are critically important

Clinician – is a person who is certified as a school clinician under the *Teaching Certificates and Qualifications Regulation*, Manitoba Regulation 515/88 and who provides support for special education services to school personnel, parents and pupils

Co-ordinator (see Student Services Administrator)

Counselling and Guidance Services Support – support for activities that involve

- counselling of pupils and parents
- counselling with other staff members on learning problems
- evaluating abilities of pupils
- assisting pupils in personal, career and social development
- providing referral assistance
- working with other staff members in planning and conducting guidance programs for pupils

Differentiated Instruction – instruction that acknowledges and responds to the diversity among learners. It refers to the wide range of instructional strategies, techniques and approaches used to support student learning and to help each student achieve high expectations and realize his or her potential

Expulsion – when a student is removed from school for a term of more than six weeks, or permanently, at the discretion of the school board. Expulsions are authorized by school boards only and the student may not attend any school operated by the school division until the school board removes the expulsion

Freedom of Information and Protection of Privacy Act (FIPPA) – this Act contains provisions on the right of access to records, including records of personal information, in the custody or under the control of public bodies and sets out rules which must be followed by public bodies about the collection, use, protection, retention and disclosure of personal information. As of April 3, 2000, all school divisions and districts are considered public bodies under this Act

Impaired mobility – means a student has a severe mobility problem requiring the use of special equipment such as a wheelchair or walker and requires the use of a lift to elevate him or her onto a school bus

Inclusion – an attitude or belief system, not a set of actions. It is a way of life, a way of living together, based upon the belief that each individual is valued and does belong

Inclusive education – means that all students are provided the supports and opportunities they need to become participating students and members of their school community

Individual Education Plan (IEP) – a commonly used term referring to a written document developed and implemented by a team, outlining a plan to address the individual learning needs of students

Legal guardian – a person appointed or recognized as guardian of a child under *The Child and Family Services Act* or *The Court of Queen's Bench Surrogate Practice Act*

Level I Support – fiscal support given to school divisions/districts to provide resource teachers, special class teachers, teachers of gifted pupils and teacher aides

Level II Support – fiscal support provided for a student who is severely multi-handicapped, severely psychotic, severely autistic, deaf or hard of hearing, severely visually impaired or very severely emotionally or behaviourally disordered

Level III support – fiscal support provided for a student who is profoundly multi-handicapped, profoundly deaf, or profoundly emotionally or behaviourally disordered or blind

Mainstreaming – the selective placement of special education students in one or more regular education classes

Modification – altering of the number, essence and content of the curricular outcomes the student is expected to meet in the provincial curriculum

Personal Health Information Act (PHIA) – this Act contains provisions on the right of access by an individual to his or her own personal health information held by a trustee. It sets out rules which must be followed by trustees about the collection, use, protection, retention and disclosure of personal health information. School divisions and districts have been trustees, within the definition of a public body, under this Act since December 11, 1997

Pupil File – includes the entire collection or repository of information and documentation compiled or obtained by the staff of a school or school division or district about the education of the student. It is stored in written, photographic, electronic or any other form, and held in a school, school board office or any other location under the jurisdiction of the school board

Resource Teacher – a teacher employed by a school division to diagnose individual educational problems, prescribe special remedial measures for use by teaching staff, give direct assistance to pupils in need of special help and provide consulting services to school personnel and parents

Special Class Teacher – a teacher employed by a school division to teach children who require special education services

Special Education Services – provision of curriculum, instruction and related services specifically designed to meet the needs of students who are physically or mentally handicapped, have learning disabilities, have behavioural or emotional disorders or are gifted and talented

Specially equipped school bus – a vehicle used for transporting pupils in wheelchairs:

- a school bus equipped with wheelchair retaining devices in accordance with the *School Buses Regulation*, Manitoba Regulation 465/88R
- a vehicle that meets CSA-D409 standard or a modified version of CSA-D409 standard as approved by the Taxicab Board
- a van operated under the authority of the Taxicab Board equipped with a lift or a ramp and a 4-point wheelchair tie-down structure

Student Services Administrator – an individual with special education certification who co-ordinates special education services, provides consultation to special education, resource and regular classroom teachers.

Supervising Clinician – a clinician approved by the minister to make recommendations for permanent clinician certification (Manitoba Regulation 515/88)

Suspension – authorization by the school board to suspend for a period of not more than six weeks a student who engages in conduct the superintendent considers injurious to the school's welfare

Teacher Aide – a paraprofessional who assists in providing special education services, subject to the restrictions set out in the *Persons Having Care and Charge of Pupils Regulation*, Manitoba Regulation 464/88 R

Teacher of Gifted Pupils – a qualified teacher employed by a school division to teach gifted pupils

Young Offenders Act (Canada) (YOA) – this Act sets out rules governing access to, and disclosure, retention and destruction of records on young offenders where those records are held by the courts, police, Manitoba government departments, social agencies and schools. Young offender records must be handled in accordance with the YOA, even if they are part of a pupil file or of some other file or record. Manitoba statutes such as the PSA, *The Education Administration Act, FIPPA and PHIA* do not apply to young offender records.

Unified Referral and Intake System (URIS) Application

Classification of Health Care Procedures and Request for URIS Support

Manitoba Family Services | Manitoba Education and Training | Manitoba Health

Unified Referral and Intake System (URIS) Application

Classification of Health Care Procedures and Request for URIS Support

Applicants are required to apply for funding each year.

Identifying Information	
Child	**Community Program (e.g., school, child-care facility, etc.)**
Name: _____ last/first	Name of Community Program: _____
Date of Birth: _____ day/month/year	Address: _____
	Contact Person: _____
	Phone Number: _____
	Fax Number: _____

Group A Health Care Procedures	Support Requested from URIS
The following are ***complex medical procedures that must be performed by a registered nurse.*** Please check (x) the health care procedure(s) required by the child.	Please check (x) the support required by the child in the community program. Refer to the URIS Policy and Procedure Manual for additional information.
☐ Ventilator Care	☐ Registered nurse to perform health care procedure(s) required by the child
☐ Tracheostomy Care	☐ Orientation/training for the registered nurse
☐ Suctioning (Tracheal/Pharyngeal)	☐ Coverage by an alternate registered nurse to allow the primary nurse to attend interdisciplinary planning meetings related to the child
☐ Nasogastric tube care and/or feeding	
☐ Complex administration of medication, e.g., via infusion pump, nasogastric tube, or injection (other than Auto-injector)	☐ Some specialized medical equipment and required maintenance
☐ Central or peripheral venous line intervention	☐ Limited consumable health care items
☐ Other clinical interventions requiring judgements and decision making by a medical or nursing professional.	☐ Some transportation costs related to medical needs of child
	☐ Auditory intercom system/pager/cell phone
	☐ Other

The Applicant will receive a written response to this request for URIS support.

Group B procedures on reverse

Child's Name: _____

Group B Health Care Procedures	Support Requested from URIS
The following ***health care routines are performed by non health care personnel who receive training and monitoring by a registered nurse.*** Please check (x) the health care routine(s) required by the child. ☐ Clean intermittent catheterization ☐ Condom application for urinary drainage ☐ Gastrostomy care and feeding ☐ Emptying an ostomy bag and/or changing an established appliance ☐ Administration of medications by: ☐ oral route (requiring measurement) ☐ instillation (i.e., eye/ear drops) ☐ topical (i.e., ointment, therapeutic dressing) ☐ inhalation (i.e., bronchodilators) ☐ gastrostomy ☐ Suctioning (oral or nasal) ☐ Responding to seizures when specific skills are required ☐ Administration of sublingual lorazepam ☐ Assistance with blood glucose monitoring requiring specific action based on results ☐ Responding to low blood sugar emergencies ☐ Administration of pre-set oxygen ☐ Administration of adrenaline auto-injector ☐ Other health care routines required by the child and approved by URIS	Please check (x) the support required by the child in the community program. ☐ Registered Nurse to: ☐ Develop an Individual Health Care Plan ☐ Develop an Emergency Response Plan ☐ Train non-health-care personnel ☐ Monitor non-health-care personnel

The Applicant will receive written response to this request for URIS support.

Date: _____ Signature: _____

(e.g., Student Services Administrator, Child-Care Director, Case Coordinator)

Send to: The URIS Committee
c/o 216 - 114 Garry Street
Winnipeg MB R3C 4V4
Fax: (204) 948-2669
Telephone: (204) 945-5898

APPENDIX 2

The Freedom of Information and Protection of Privacy Act (FIPPA)

Available for viewing on the government of Manitoba Web site at:
http://www.gov.mb.ca/chc/statpub/free/index.html.

For further information:

Contact: School Division or District Access and Privacy Officer

or

FIPPA Contact and Development Officer
Manitoba Culture, Heritage and Tourism
Provincial Archives of Manitoba
3-200 Vaughan Street
Winnipeg, Manitoba R3C 1T5

Phone: 204-945-2523
Toll-Free: 1-800-617-3588

The Personal Health Information Act (PHIA)

Available for viewing on the government of Manitoba Web site at:
http://www.gov.mb.ca/chc/statpub/free/index.html.

For further information:

Contact: Manitoba Health
Legislative Unit
100 - 300 Carlton
Winnipeg, Manitoba R3B 3M9

Phone: 204-788-6608
Toll-Free: 1-877-218-0102

APPENDIX 3

SPECIAL NEEDS CATEGORICAL FUNDING LEVELS II & III

FUNDING APPLICATION FORM FOR THE SCHOOL YEAR _____

(Please do not attach Individual Education Plan)

Date: _____

Student: _____ School: _____

Student Number (MET): _____ School Divisions: _____

D.O.B.: Year _____ Month _____ Day _____ Grade/Program _____

Category and Level applied for: _____ (CAT. LEVEL) When completing sections 1-3, review specific annotated descriptors applied for.

1. **Current Information**
   Please provide concise and specific information describing individual needs, recent (provide dates) exceptional behaviours and current academic performance.

2. **Results of most recent formal diagnosis/assessment**

Date	Professional	Results of Diagnosis/Assessment

3. **Resources/Interventions required and estimated hours of support week/cycle**

	Costs (Level 3 Only)

3. **Attendance previous school year. If absent more than 20 per cent of the school year, give reasons (e.g. 150/197):**

_____

_____

_____

_____

_____ _____

Student Services Administrator Principal

I have been involved in an individual planning process for my child and agree to the proposed plan and funding application.

_____

Parent/Legal Guardian

Additional Information Required

1. If the application is for a student who is hard of hearing or deaf, please attach the most current audiogram.
2. If the application is for Level III EBD, please comply with the Interdepartmental Protocol Agreement for Children/Adolescents with Severe to profound Emotional/Behavioural Disorders.
3. If the application is for Level III URIS Group A students, please comply with the URIS Policy Manual. Include a Health Care Classification Sheet and a Health Care Plan.